



Coaching and Developing Teachers: Integrated Practice

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Objectives

During our time today we will:

- Engage in an integrated practice of previously learned coaching techniques (*Be A Sponge and Hone In*).
- Understand how to *craft S.M.A.R.T. goals* aligned with the VoEI.

Agenda

| Time | Item |
|------------|---|
| 5 minutes | Introduction |
| 20 minutes | The Coaching Cycle: <i>Crafting S.M.A.R.T goals</i> |
| 30 minutes | Integrated Practice: <i>Be A Sponge, Hone In, and Crafting S.M.A.R.T. goals</i> |
| 5 minutes | Closing |

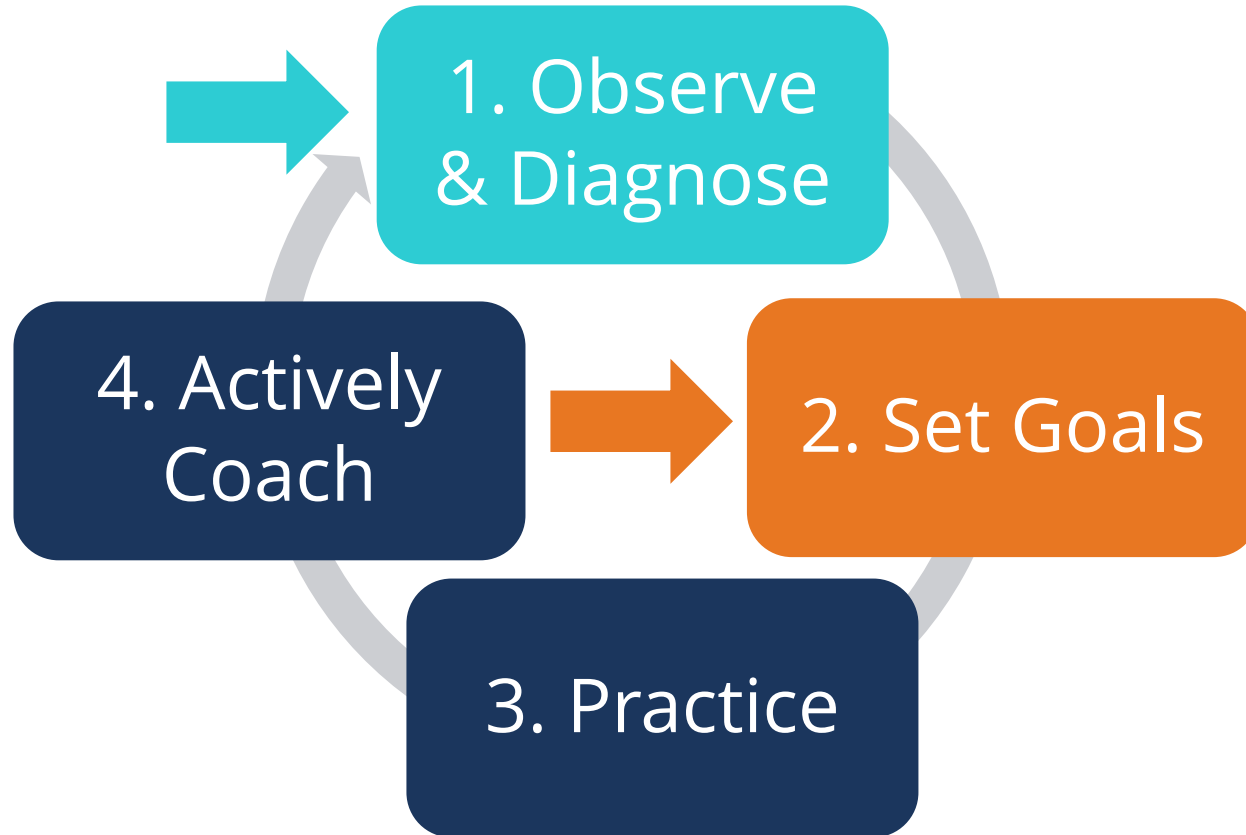
The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

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The Coaching Cycle: *Crafting S.M.A.R.T. goals*

The Coaching Cycle



Why set teacher development goals?



Why is it important to set teacher development goals?

Effective coaches **proactively work** to close the gaps in their teachers' performance. They use active, in-lesson strategies to show teachers what success looks like, and they reinforce growth through **ongoing practice and responsive coaching sessions**.

They **continually evaluate** what's working so that they can replicate it, and they identify what's not working so that they can find a new path forward. At the end of the day, an **effective coach** measures his or her **success by the measurable improvement** of his or her **teachers**.

Crafting S.M.A.R.T. Goals

Key Idea: The development goal should follow the *S.M.A.R.T.* acronym in order to make sure it is clear and actionable for a teacher.

- **S** - Specific
- **M** - Measurable
- **A** - Achievable
- **R** - Relevant
- **T** - Timely

How to set *S.M.A.R.T.* goals

The development goals you set for teachers should be ***S.M.A.R.T.***

| | |
|--------------------|--|
| S pecific | Make sure the goal addresses the area of focus and key lever. Note that specific in this case does not refer to a specific task or project. |
| M easurable | You should have some way of knowing if the goal is met and this should be explicitly stated in the goal. |
| A chievable | The best goals will be a stretch but will still be within reach. If a goal is not achievable, there is no motivation to work toward it. If it is not a stretch, the goal does not promote improvement. |
| R elevant | The goal should be aligned to the area of focus and key lever. |
| T imely | Without a timeframe, there is no sense of urgency to achieve goals. |

S.M.A.R.T. Goals Checklist

| S.M.A.R.T. | Questions to Check Your Goals |
|-------------------|---|
| Specific | <ul style="list-style-type: none">✓ Does the goal focus on the area of focus and key lever?✓ Do the details of the goal make clear what I want the teacher to do? |
| Measurable | <ul style="list-style-type: none">✓ Will I be able to know whether or not the teacher has met the goal?✓ Can I track progress toward the teacher reaching the goal? |
| Achievable | <ul style="list-style-type: none">✓ Will the teacher be committed to reaching this goal?✓ Do I feel that this goal is something the teacher can actually do?✓ Can the teacher accomplish this goal given their schedule/workload/available resources?✓ Can I reasonably support this teacher to accomplish this goal given my schedule/workload/available resources? |
| Relevant | <ul style="list-style-type: none">✓ Does this goal address the area of focus and key lever?✓ If the teacher reaches this goal, do I believe it will help improve student outcomes?✓ Is this goal important to their work and growth as a professional? |
| Timely | <ul style="list-style-type: none">✓ Does the goal have a deadline and/or a defined period of time? |

S.M.A.R.T. Goals Practice

Group Practice

With your table groups:

- Review the sample development goals.
- Determine if each meets the *S.M.A.R.T.* criteria.
- If it does not, how will you modify it to meet the criteria?



Integrated Practice: *Be A
Sponge, Hone In, and
Crafting S.M.A.R.T. goals*

Integrated Practice Protocol

- **Purpose**

- The purpose of this practice is to integrate all previously learned coaching techniques: *Be A Sponge*, *Hone In*, and *Crafting S.M.A.R.T. goals*.

- **Practice**

- Observe the lesson and collect data using the *Coaching & Observation Tool* for teacher and student look-fors.
- Analyze the data to prioritize a specific development area for the teacher.
- Creating a *S.M.A.R.T goal* by applying the *S.M.A.R.T.* criteria to a goal aligned with the area of focus and key lever.
- **You will complete this practice both independently and with your table groups.**

Tools and Resources

Materials Needed

You will need:

- Teacher Profile (handout)
- *Coaching & Observation Tool* (handout or pg. 32 in your reference guide)
- *Teacher Development Template* (handout)

Integrated Practice

Cluster: Agriculture,
Food, & Natural Resources

Course: Principles of Plant
Science and Hydroculture

Grade Level: 10-12

Objective: The student
will investigate the role of
DNA, heritability, and
genetic application in plant
breeding.



Agriculture Video



Teacher Development Template: *Be A Sponge*

Use the *Coaching & Observation Tool* to focus on the key evidence of the ready student look-fors and ready teacher skills observed in the video.

Observer and Teacher Information

Observer Name:

Observation Date:

Teacher:

Region:

Key Ready Student/Ready Teacher Evidence (*Be A Sponge*)

What is the highest priority evidence observed during the classroom observation? List 3-4 specific pieces of evidence below:

Integrated Practice Discussion

Group Discussion

- What is the highest priority evidence observed during the classroom observation?

Hone In Practice

1. What are the problems that need to be solved? (*Hone In*)
2. Which of these potential problems, if fixed, would have the **biggest impact** on student and teacher performance? (*Hone In*)

| Possible Area(s) of Focus (Hone In) | Key Lever & Development Goal |
|--|--|
| Career & Technical Student Organizations | Example Key Lever: Ask focused, pre-planned questions during lessons requiring students to use evidence in their answers. |
| Work-Based Learning & EPSOs | |
| Literacy and General Education Integration | |
| Focused | |
| Rigorous | |
| Relevant | |

Integrated Practice Discussion

Group Discussion

- What area(s) of focus and key lever did you identify during the *Hone In* phase? Why?

S.M.A.R.T. Goal Practice

Based on the key lever, what goal would you set for this teacher? Refer back to the *S.M.A.R.T. goals* checklist to create a development goal for this teacher that is aligned to the area of focus and the key lever.

| Possible Area(s) of Focus (Hone In) | Key Lever & Development Goal |
|--|--|
| Career & Technical Student Organizations | Example Key Lever: Ask focused, pre-planned questions during lessons requiring students to use evidence in their answers. Example Development Goal: The teacher will integrate the use of focused, pre-planned questions into at least 3 lessons by the end of the 2-week coaching cycle, and the questions will require students to use evidence in their answers. |
| Work-Based Learning & EPSOs | |
| Literacy and General Education Integration | |
| Focused | |
| Rigorous | |
| Relevant | |

Integrated Practice Discussion

Group Discussion

- What specific development goal would you set with this teacher?
- How does your *S.M.A.R.T.* development goal align with this teacher's key lever?



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Closing

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2016 Summer Institute

Coaching Workshops

Strategically Planning for Coaching CTE Teachers

Target Audience: CTE directors

Coaching in CTE: A Teacher's Perspective

Target Audience: CTE directors & CTE teachers

Coaching CTE Teachers Toward a Vision of Excellent Instruction
101: An Instructional Leader's Primer

Target Audience: New CTE directors, Administrators, and other Instructional Support Personnel

Please, ensure your name is on your Teacher Development Tool.
Turn this form in to your CORE consultant.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork